



Australian Government

Department of Education, Employment and Workplace Relations

SISSGYN302A Teach fundamental gymnastics skills for infants

Release: 2

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Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach and develop fundamental motor, cognitive and social skills in a Kindergym environment. This unit focuses on planning, conducting and evaluating safe, fun, challenging and stimulating movement activities, specifically designed for infants five years and under.

Application of the Unit

This unit applies to current or aspiring individuals operating as Kindergym leaders. This includes planning, conducting and evaluating lessons and programs in a recognised Kindergym Australia program or similar.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan Kindergym lessons.	1.1. Establish <i>participant</i> and carer's <i>needs and characteristics</i>. 1.2. Assess participant and carer's <i>readiness</i> and current knowledge of Kindergym requirements in order to determine <i>lesson aims and objectives</i>. 1.3. Develop a <i>plan</i> according to participant's needs and characteristics, <i>relevant legislation, organisational policies and procedures</i> and <i>accepted best practice of Kindergym</i>. 1.4. Identify <i>safety procedures</i> associated with Kindergym <i>activities</i> according to plan and organisational policies and procedures. 1.5. Select and access <i>Kindergym facility, equipment and resources</i> according to organisational policies and procedures, and check to ensure safety and suitability. 1.6. Set up a variety of developmentally appropriate equipment that provides maximum participation opportunities.
2. Brief participants and carers.	2.1. Communicate instructions and <i>relevant information</i> in a manner appropriate to the participants and carers. 2.2. Encourage participants and carers to seek clarification, information and feedback as required during the lesson. 2.3. Inform participants and carers of known and anticipated <i>risks</i>, safety procedures and appropriate behaviour. 2.4. Establish a suitable communication system appropriate to the developmental age and level of participants.
3. Conduct lesson.	3.1. Apply <i>teaching and coaching techniques</i> during

ELEMENT**PERFORMANCE CRITERIA**

- activities to develop ***fundamental motor, cognitive and social skills*** according to accepted best practice of Kindergym.
- 3.2. Conduct engaging warm-up and introductory activities.
- 3.3. Monitor individual ***participant's performance*** and communicate with and utilise carers to enhance learning of participants.
- 3.4. Demonstrate procedures for dealing with emergency and non-routine situations according to organisational policies and procedures.
- 3.5. Allow time for cooling down at the end of the lesson and inform participants and carers of how to further develop their skills.
4. Complete post-lesson responsibilities.
- 4.1. Provide opportunities for participants and carers to identify their personal progress and satisfaction with the lesson, and give feedback as required.
- 4.2. Evaluate ***relevant aspects*** of lesson and determine the level of learning achieved.
- 4.3. Identify potential areas of improvement for future Kindergym lessons.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult with participants and carers to plan Kindergym lessons that meets their needs
 - convey information about the safety aspects of the lessons
 - interact with participants and carers to create a safe and positive environment
- problem-solving skills to:
 - plan suitable Kindergym lessons according to participant's needs and characteristics
 - address participant difficulties in developing fundamental skills
 - recognise participant's readiness to progress to the next level
 - anticipate and respond to non-routine situations
- planning and organising skills to:
 - source, allocate and coordinate resources, equipment and a facility
 - monitor and evaluate progress
 - organise participants and carers into manageable groups for activities
- language and literacy skills to:
 - produce a plan for the lessons
 - complete post-lesson participant and self-evaluations
 - give and receive feedback to infants and adult carers
- numeracy skills to deliver activities within lesson timeframes
- first aid and emergency response skills appropriate to the facility to enable initial response in emergencies.

Required knowledge

- legislation, organisational policies and procedures, and accepted best practice of Kindergym to enable safe conduct of lessons
- guiding principles of Kindergym Australia to plan engaging, developmentally appropriate activities for infants
- site-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the facility
- equipment types, characteristics and set up for Kindergym activities to enable safe conduct of all activities
- teaching and coaching techniques and practices applicable to infants aged five and under
- fundamental gymnastic skills to plan specific activities that promote motor, cognitive and social development in individuals and groups
- infant growth and development patterns and characteristics to plan a variety of activities to enhance fundamental skills of gymnastics

- communication systems used in Kindergym programs to ensure safety of participants and carers
- risks associated with Kindergym activities and methods of mitigating these risks
- adult learning principles to maximise involvement of carers
- emergency response and safety procedures appropriate for Kindergym, to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and delivers information, explanations and demonstrations for Kindergym lessons to ensure activities are conducted safely, according to participant and carer's needs and characteristics
- uses and modifies teaching and coaching techniques and activities to cater for a range of individual learning styles
- provides constructive feedback and intervention to improve and develop fundamental gymnastic skills of infants
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure conduct of safe Kindergym activities that reflect the needs and characteristics of a range of participants and carers, and are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information regarding participants, carers and facility to plan, coach and document gymnastics lessons
- a suitable facility to conduct Kindergym lessons
- a group of participants and adult carers to take part in Kindergym lessons
- suitable Kindergym equipment for infants under five years of age
- current relevant legislation, organisational policies and procedures and best practice principles of Kindergym that impact on the conduct of activities for participants.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as consulting with participants and carers to determine their needs

and characteristics

- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and ***accepted best practice of Kindergym*** to enable safe conduct of all activities during the lessons
- observation of safe coaching, monitoring and adjusting according to participant and carer's needs, characteristics and responses
- portfolio of lesson plans and self-evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISCCRO302A Apply legal and ethical instructional skills.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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|---|---|
| <i>Participant</i> may include: | <ul style="list-style-type: none">• infants, five years and under. |
| <i>Needs and characteristics</i> may include: | <ul style="list-style-type: none">• age• cultural and situational factors• fitness level and physical capabilities• injuries and illnesses. |
| <i>Readiness</i> may include: | <ul style="list-style-type: none">• accompanied by a suitable adult carer• motor performance factors. |
| <i>Lesson aims and objectives</i> may include: | <ul style="list-style-type: none">• improving fundamental motor, cognitive and social skills• enhancing self-confidence and esteem• providing positive and fun movement experiences. |
| <i>Plan</i> may include: | <ul style="list-style-type: none">• lesson aims and objectives• date, time and duration• facility, equipment and resources• coach, participant and carer ratios• safety requirements. |
| <i>Relevant legislation</i> may include: | <ul style="list-style-type: none">• occupational health and safety• permission from gymnastic clubs or schools to use facility• privacy• working with children• duty of care. |
| <i>Organisational policies and procedures</i> may include: | <ul style="list-style-type: none">• occupational health and safety• conflict resolution• communication protocols• use and maintenance of equipment• assessment procedures• time and budget constraints• code of ethics. |
| <i>Accepted best practice of Kindergym</i> may include: | <ul style="list-style-type: none">• a recognised gymnastics program for infants• guiding principles of Kindergym Australia• safety considerations for program content• Gymnastics Coaches Code of Conduct policy |

- Safety procedures*** may include:
- sport program management and technical regulations.
 - supervision
 - group management in emergency situations
 - symptoms, treatment and prevention of common Kindergym injuries
 - warming up, stretching and cooling down
 - traffic flow to prevent collisions.
- Activities*** may include:
- sequential progression of motor, cognitive and social skills
 - partners, small groups and whole class
 - warm-ups and cool-downs.
- Kindergym facility*** may include:
- gymnasium
 - halls
 - sports centres
 - mobile facility.
- Equipment*** may include:
- Olympic gymnastic equipment
 - modified equipment
 - hand held equipment
 - improvised equipment.
- Resources*** may include:
- teaching and coaching tools
 - first aid equipment and facilities.
- Relevant information*** may include:
- skills focus
 - equipment and resource requirements
 - role of adult carer
 - safety procedures and risk management
 - communication systems
 - responsible and safe behaviour.
- Risks*** may include:
- injuries
 - collision
 - lack of adequate supervision by adult carer
 - damaged or faulty equipment.
- Teaching and coaching techniques*** may include:
- free exploration
 - direct teaching
 - guided teaching
 - use of music and voice.
- Fundamental motor, cognitive and social skills*** may include:
- motor skills:
 - locomotor
 - non-locomotor
 - manipulative
 - fine motor

- cognitive skills:
 - body awareness
 - spatial awareness
 - language
 - recognition
 - creativity
 - musical or rhythm
- social skills:
 - self-concept
 - social development.

Participant's performance may include:

- motor, cognitive and social skills
- attitude and behaviour.

Relevant aspects may include:

- effectiveness of the teaching and coaching lesson
- suitability of teaching and coaching methods
- level of individual learning achieved
- feedback provided to or by participants and or carers.

Unit Sector(s)

Sport

Competency Field

Gymnastics